

# 2022 Annual Report

## Tarro Public School



4263

## Introduction

The Annual Report for 2022 is provided to the community of Tarro Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

---

Tarro Public School  
Eastern Ave  
Tarro, 2322  
<https://tarro-p.schools.nsw.gov.au>  
[tarro-p.school@det.nsw.edu.au](mailto:tarro-p.school@det.nsw.edu.au)  
4966 1255

## School vision

Tarro Public School strives to support the social, emotional and academic growth of all learners through the facilitation of a high expectations culture. We work hard to build connected community partnerships with a focus on transparency and inclusion.

## School context

Tarro Public School is located on the fringe of Hexham Wetlands and adjacent to the Hunter River. The school is located close to Maitland and has an enrolment of 140 students from diverse socio-economic backgrounds including 20% Aboriginal students.

At Tarro Public, a dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Tarro Public is a proud member of the Gateway Learning Community of partner schools comprising of 6 primary schools, 1 School for Specific Purposes and 1 high school.

Our school has 5 permanent teacher positions which included 2 executive positions, 3 classroom teachers, and various part-time specialist support teachers and support staff. Our Family Occupation and Education Index (FOEI) currently sits at a value of around 157. All teaching staff meet the professional requirements for teaching in NSW public schools.

The school has a focus on 'Visible Learning' across all KLA's, encompassing effective feedback, high expectations and creating a culture of learning and growth. Tarro Public School also caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. At Tarro Public School our mission is to "Create Opportunities" from Kindergarten to Year 6. The school works closely with all families to discover and develop the potential of every child beginning before students start school with our school readiness transition program - Joeys.

Tarro Public School is a member of the Maitland Aboriginal Educational Consultative Group (AECG); is an active participant in Newcastle City Council and Maitland City Council initiatives. The school is proudly supported by both Beresfield and Hexham Bowling Clubs.

Through our Situational Analysis, we have identified the need to continue to develop our formative and summative assessment practices and strengthen our understanding of how to use data to move learning forward. The school is concentrating on developing consistent data collection practices that will enable staff to engage in professional dialogue, reflective of student need.

System negotiated targets in Reading and Numeracy ensures that the school is concentrating on improving the number of students in the top two bands. To support this improvement, staff will engage in professional learning that fosters a culture of high expectations through quality feedback and strong collaborative practices. The impact of this will be closely monitored through rigorous data collection procedures. Intervention and targeted support will be embedded as a provision for students not demonstrating expected growth or progression.

The wellbeing and engagement of our students remains a high priority. All staff will engage in professional learning based on trauma informed practice to ensure that the social and emotional needs of each student is being met, alongside the academic needs. Tell Them from Me (TTFM) surveys will continue to provide valuable data related to student and community voice, which can be used in conjunction with school based data collected throughout the year. Attendance will continued to be closely monitored and strategies put in place to support students and their families to ensure system negotiated targets are met.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes for every student, all staff will regularly use student assessment data to identify achievement, progress and to understand the learning needs of individual students and inform future school directions.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Effective Classroom Practice

### Resources allocated to this strategic direction

**Per capita:** \$9,800.00

**Low level adjustment for disability:** \$57,400.00

**Socio-economic background:** \$5,000.00

### Summary of progress

Our focus for Strategic Direction 1 has been to maximise the learning outcomes for every student and provide all staff opportunities to engage in data analysis. This has been achieved through identifying individual student achievement, tracking progress and understanding the learning needs of individual students. Staff were involved in professional learning focusing on effective data tracking, consistent use of summative and formative assessment, ensuring there were high expectations of all learners.

The key outcomes of this initiative has been the implementation of a whole school phonics program that supported student achievement in phonics and phonemic awareness and systems to identify and track the progress of high potential and gifted students. Data tracking in spelling and comprehension, along with phonics and phonemic awareness have shown that explicit and systematic processes in all classrooms had an impact on student results. Teacher programs demonstrated that staff cater for individual student needs and showed evidence of the effective use of data to forward plan. All staff participated in professional learning around phonics, decodable readers and effective classroom practices. Systems are embedded to ensure that feedback is regularly sought and used to improve practices across the school.

Our next steps will be to consolidate on the strategies delivered through professional learning to ensure consistency across the school continues in terms of data collection and identification of high potential and gifted students.. We will continue our focus on implementing Heggerty's in all classrooms, with attention on the automaticity of students to transfer this learning into their writing and spelling. Staff will continue to engage in reflective practices such as data discussions, mentoring sessions and observations to improve delivery of content and enhance student engagement in learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There will be an increase of students in the top two NAPLAN bands in reading from 23.3% to 29.6%	2022 NAPLAN data indicates 31.43% of students in the top two skill bands for reading indicating achievement of the system negotiated target.
There will be an increase of students in the top two NAPLAN bands in numeracy from 16.6% to 22.8%.	2022 NAPLAN data indicates 8.33% (a further increase of 2.77% from 2021) of students who are the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
An uplift of 4% achieving expected growth in NAPLAN reading from 63.4% to 67.4%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

An uplift of 5% achieving expected growth in NAPLAN numeracy from 57.8% to 62.7%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the number of Aboriginal students performing in the top 3 NAPLAN bands in numeracy to equal or better than SSSG. This is an uplift of 11.35%	The percentage of Aboriginal students performing in the top 3 NAPLAN bands whilst maintaining their cultural identity was 16.7%. This was 7.4% better than SSSG.
Equal to or greater than 70% of students will achieve expected growth and /or benchmarks in school identified focus areas.	Internal school data in phonological awareness indicates that 80% of students achieved expected growth.



## Strategic Direction 2: Engaged Educators: Leaders of Learning

### Purpose

All teachers are committed to identifying, understanding and implementing explicit teaching strategies. A shared responsibility for student achievement is underpinned by evidence-based strategies.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Pedagogy
- Collaborative Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$20,000.00

**Professional learning:** \$15,900.00

**AP Curriculum & Instruction:** \$180,684.00

**QTSS release:** \$27,695.00

### Summary of progress

In Strategic Direction 2 our focus was on building teacher capacity through professional learning and collaborative practices. This involved staff engaging in quality professional learning around literacy and numeracy, with purposeful reflection opportunities given to ensure all staff were at the same points of understanding. Whole school planning days were used to support professional learning and provided the scaffold for all staff to engage in rigorous discussions around the implementation of syllabus documents into classroom practice.

Key outcomes have been the opportunities for staff feedback which indicated the effectiveness of professional learning as well as evidence of observable change in teaching programs and classroom practices as a result of the ongoing professional learning. Additional key outcomes included the introduction of maths groups across years 3-6, which provided students with purposeful learning opportunities at their point of need.

Our next steps will be the continuation of maths groups to ensure that students are being supported at their level of learning. The continuation of planning days with a K-6 focus across literacy and numeracy to ensure there is consistency and continuity from kindergarten to year six in teacher understanding of content as well as student engagement in content. To continue our collaborative approach to professional learning that includes both teaching and non teaching staff to provide an opportunity for all staff to engage in learning and support student need and engagement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students are motivated and interested in lessons at least 75% of the time.	Student feedback, classroom walk through data, staff feedback and lesson observations indicated that students were engaged more than 75% of the time during each learning session.
Collaborative practices are evident across the school with staff engaged in planning and evaluative practices with scheduled planning days twice per term.	Surveys, observations and document analysis indicates that staff have actively collaborated during planning days to reflect and improve upon teaching practice.

## Strategic Direction 3: Community Connections: Authentic Partnerships

### Purpose

A collaborative relationship exists to provide ongoing development and improvement of systems to maximise learning opportunities for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individual Case Management - Including Attendance
- Wellbeing Systems
- Collaborative Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$128,484.00

**Low level adjustment for disability:** \$13,400.00

**Integration funding support:** \$65,000.00

**Aboriginal background:** \$56,309.00

### Summary of progress

In Strategic Direction 3, the purpose for our focus was on the improvement of whole school well being practices through collaborative partnerships and development of authentic relationships to support all students. This involved a determined and relentless focus on improving attendance through the introduction of strategies to support students and their families. All staff engaged in professional learning around effective whole school well being practices as a means of introducing a more student centered well being focus to the school. Engagement of services to provide weekly support to students and their families through the facilitation of programs such as speech therapy, occupational therapy, playgroup and transition were maintained.

Key outcomes have been a more consistent approach to student well being, whereby students and staff engage in Morning Circle routines to begin each day on a positive note. A continued narrow focus on attendance and providing direct support to individual students and their families through incentive programs, check-ins and regular phone calls was maintained. Playground lunchtime groups were introduced to have a positive impact on attendance. Twice termly attendance reports were sent home as a means of celebrating attendance above 90% and making families aware of the impact of non essential leave.

Our next steps will be implementing a school attendance plan that encourages all families to explain all absences as well as the continuation of regular contact with parents and lunchtime playground activities. Engagement in professional learning with the Berry Street Education Model will be reintroduced to strengthen our well being practices and create a school culture where every student can identify a staff mentor.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A 12% uplift of students attending school more than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 3.5% , however this figure was indicative of attendance trends across the state.
Equal to or greater than 96% of students surveyed identifying a <i>Positive Sense of Belonging (TTFM)</i> .	74% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure.
Increase parents attending goal setting meetings by 7% to 82%.	A change in school operations meant that goal setting meetings did not occur in 2022. This process will be evaluated for 2023.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$124,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarro Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Systems</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. Personalised learning plans are regularly updated and support students within the classroom and the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise the employment of an additional SLSO to focus on ensuring that students have the support they require to meet their individual learning goals. These goals will be set in conjunction with their teacher and parent/caregiver.</p>
<p>Socio-economic background</p> <p>\$299,157.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarro Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Quality Pedagogy</li> <li>• Individual Case Management - Including Attendance</li> <li>• Wellbeing Systems</li> <li>• Collaborative Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through planning days to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• professional development of staff through Berry St Education to support student learning</li> <li>• employment of additional staff to support Wellbeing program implementation.</li> <li>• employment of additional staff to support Kindergarten Transition program implementation.</li> <li>• professional development of staff through 8 Ways of Learning to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Staff are embedding 8 Ways of learning into programs and classroom learning opportunities.</li> <li>* Staff are participating in PL provided by the APC&amp;I and Numeracy leader to improve pedagogical practices in literacy and numeracy</li> <li>* a quality P-K transition program exists that supports effective practices through a weekly program.</li> <li>* weekly programs by a speech therapist and occupational therapist that</li> </ul>

<p>Socio-economic background</p> <p>\$299,157.00</p>	<p>support student P-2</p> <p>* embedded LST processes and procedures exist that support staff, students and their families.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* Staff will participate in and implement professional learning in literacy and numeracy through the implementation of planning days to support Curriculum Reform.</p> <p>* The implementation of a high quality P-K transition program, supported by speech and occupational therapy to ensure incoming kindergarten students have a strong start.</p> <p>* The employment an AP Wellbeing with a focus of monitoring and maintaining current LST practices to provide a link between the school, families and supporting services.</p>
<p>Aboriginal background</p> <p>\$56,309.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarro Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Aboriginal students within the school feel supported and valued. The employment of an Aboriginal SLSO has allowed all Aboriginal students, but in particular our male Aboriginal students to spend time with a quality male role model.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* The employment of an Aboriginal SLSO to support our Aboriginal students to have culturally appropriate supports when engaging in both educational and cultural programs.</p>
<p>Low level adjustment for disability</p> <p>\$84,420.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarro Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Individual Case Management - Including Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of a CLO to support students and families to engage with the school.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Low level adjustment for disability</p> <p>\$84,420.00</p>	<ul style="list-style-type: none"> <li>* Improved attendance procedures within the school.</li> <li>* The employment of a CLO to support families and school processes</li> <li>* Students supported through the employment of external agencies to supply specialised support</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* The CLO will work closely with all families who require additional support to access a variety of services that they may require to help improve the educational outcomes of their children.</li> <li>* Attendance procedures and incentives related to individual student attendance will be reviewed with the purpose of improving the percentage of students attending school more than 95% of the time.</li> <li>* Utilise the services of external providers to provide professional learning for staff to enable additional support</li> </ul>
<p>Professional learning</p> <p>\$15,900.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tarro Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Pedagogy</li> <li>• Collaborative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release staff to engage in professional learning in literacy and numeracy delivered by APC&amp;I and school based numeracy leader.</li> <li>• Provide quality professional learning to all staff on updated phonics program - Heggerty's to embed across K-6.</li> <li>• Quality professional learning provided by an external provider.</li> <li>• Collaborative professional learning activities between 3 schools to support improvement in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All staff have had the opportunity to engage in literacy and numeracy professional learning. This has resulted in the creation of maths groups yr 2-6 and the introduction of Heggerty's phonics lessons.</p> <p>Frank &amp; Fearless conversations have allowed executive staff to have in depth conversations with class teachers to unpack data and discuss learning needs within the room.</p> <p>Challenging Learning PL continues to expand the teaching repertoire of staff, with classroom observations indicating that 100% of staff are implementing the strategies they have learning through PL</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Implementation of professional learning from an external provider - Challenging Learning - with a focus on feedback and questioning for 2023.</li> <li>* Planning days will be planned for and implemented to ensure collective teacher efficacy is embedded across the school to support the teaching of literacy and numeracy.</li> <li>* Frank &amp; Fearless conversations will be reviewed for 2023, with a change in school leadership.</li> </ul>
<p>QTSS release</p> <p>\$27,695.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarro Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support</li> </ul>

<p>QTSS release</p> <p>\$27,695.00</p>	<p>classroom programs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The Assistant Principal has been able to provide quality mentoring time with class teachers to improve classroom practice, particularly around learning in mathematics. This has ensured student learning needs are being addressed and catered for.</p> <p><b>After evaluation, the next steps to support our students will be:</b> * Mentoring support and data conversations will be implemented to support teachers to embed high quality pedagogy in Mathematics.</p>
<p>COVID ILSP</p> <p>\$130,359.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported to engage in small group tuition to improve their literacy results in the areas of reading and comprehension.</p> <p><b>After evaluation, the next steps to support our students will be:</b> * Increased opportunities for small group intervention will ensure that teaching and learning is differentiated and targeted to meet individual student learning outcomes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	74	61	65	60
Girls	90	90	83	74

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.5	90.1	91.8	86.6
1	90.6	94.1	87.6	85.7
2	91.8	93.0	87.7	82.5
3	91.4	95.1	87.3	82.6
4	92.9	94.3	88.8	79.4
5	89.4	93.7	87.1	81.7
6	92.5	93.4	88.7	85.8
All Years	91.7	93.5	88.4	83.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	4.89
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	83,208
<b>Revenue</b>	2,528,329
Appropriation	2,299,134
Sale of Goods and Services	9,825
Grants and contributions	216,425
Investment income	2,740
Other revenue	205
<b>Expenses</b>	-2,399,688
Employee related	-2,048,317
Operating expenses	-351,371
<b>Surplus / deficit for the year</b>	128,641
<b>Closing Balance</b>	211,850

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

---

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	123,819
<b>Equity Total</b>	439,948
Equity - Aboriginal	56,309
Equity - Socio-economic	299,157
Equity - Language	0
Equity - Disability	84,481
<b>Base Total</b>	1,294,427
Base - Per Capita	37,397
Base - Location	0
Base - Other	1,257,031
<b>Other Total</b>	260,075
<b>Grand Total</b>	2,118,269

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Staff, student and community feedback has been gathered to reflect on the 2022 school year and to provide a voice into ways in which Tarro Public School could be even better for all stakeholders in 2023. Feedback included google form surveys, surveys completed over the telephone for community members and the 2022 Tell Them From Me survey.

Community feedback revealed that in 2022, the school provided positive experiences such as Milkshake Friday, Scooter and Skate days, colour runs, camps and excursions to keep their children interested in attending school. They also commented on the school having a friendly approachable office staff and teachers who have an understanding of mental health in children in order to offer support when needed those who at times find aspects of school difficult. The community reacted positively to award ceremonies held and the reasons awards were presented to students. Community feedback also indicated that in 2022 most families who completed the survey, felt connected to the school through platforms such as Seesaw and would like to see it continue. Moving forward into 2023, community members would like to see the school maintain the same number of classes, have better communication between teachers and parents and or continue to have an easy way to contact teachers, provide more excursions/incursions along with parents having more positive interactions with other parents in the playground to improve the feel of the school for the community.

Student feedback revealed through the Tell Them From Me survey that 92% of students in Year 4, 100% of students in Year 5 and 64% of students in Year 6 believe that the school advocates and supports their learning academically and supports their wellbeing needs. Of these students, 62% of Year 4, 80% of Year 5 and 58% of Year 6 have a positive sense of belonging at Tarro Public School. Students were asked to participate in a survey to reflect on the 2022 academic year which indicated that 75% of students surveyed loved coming to school and the other 15% kind of like school. Their favourite parts of 2022 included attending excursions/camps, their teachers along with various aspects of Key Learning Areas such as reading and art. Students reported that the areas of school they don't like is when people bully others or are rude to their friends. Moving forward into 2023, students would like to see more excursions and opportunities to do art.

Staff feedback indicated that staff enjoy working together as a team and feel very supported by each other particularly in the areas of programming, student wellbeing and when working with parents and the wider community. Areas staff believe are done well at Tarro Public School is data collection and collaboration along with embedding Aboriginal education. When asked what areas could be improved on, staff reported communication for both staff and community, opening our school up to community, consistency with behaviour management, staff wellbeing and providing more opportunities for students to participate in extra-curricular activities. Moving forward into 2023, staff would like to see opportunities in professional learning to support both the social and emotional wellbeing for students to hopefully improve student behaviour along with community support programs for our families.

# Policy requirements

## Aboriginal Education Policy

---

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

---

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.